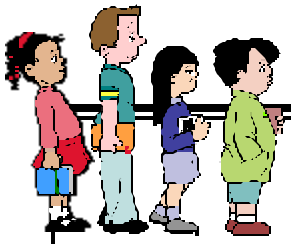
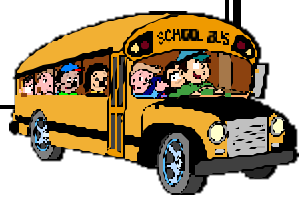
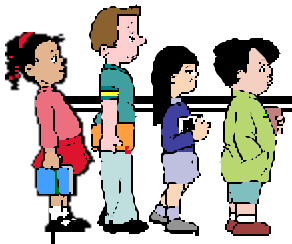


# Overview of Maine Assessment Portfolio

**Career Preparation**
**Maine Educational Assessment Pilot Project**





# Career Preparation
# Maine Educational Assessment Pilot Project

## What is it?

1. This pilot project is a professional development experience designed to build teachers' capacity to assess student achievement of Maine's Learning Results in Career Preparation.

2. This pilot project will result in a method of teaching and learning about Career Preparation which will enhance student aspirations and career preparation.

3. This pilot project is a teaching and learning tool to work through issues and strategies associated with portfolio development and implementation. These include questions about:

   a. Identifying skills and knowledge that lend themselves to assessment through portfolio collections (and those that do not)

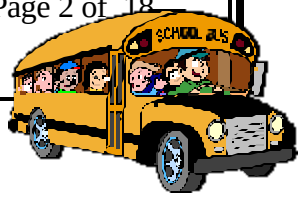
   b. Aligning assessments and Maine's Learning Results

   c. Describing the relationship between assessment and instruction, and

   d. Defining the qualities of good assessment.

4. This pilot project and the series of workshops to be offered are not intended to be an assessment system; they are intended to build state and local capacity to make choices about including portfolios in the development and implementation of the Maine Educational Assessment.





**Maine's Comprehensive Assessment System**

| | Primary Purpose (s) | Selected or Developed By | Scored By | Initial Technical Considerations |
|---|---|---|---|---|
| **Classroom Assessment** | **informing teaching and learning** | **individual teacher** | **individual teacher** | **assessment identified as part of LAS, contributing to certification, must establish content validity through alignment with Maine's *Learning Results*** |
| **School or District Assessment** | **informing and monitoring** | **groups of teachers and administrators** | **groups of teachers (and others?)** | **content validity via alignment**<br><br>**reliability via inter-rater agreement** |
| **External Assessment** | **monitoring and evaluating programs to ensure accountability** | **groups of teachers, administrators and policy makers** | **scorers outside district** | **documented content validity (alignment)**<br><br>**reliability - internal and rater** |
| **Assessment System** | **three purposes including certification** | **district assessment leadership** | **both internal and external** | **validity - content, consequential**<br><br>**reliability - inter-rater patterns of performance** |

# Developing Assessments for the *Learning Results*

## Dimensions of Alignment

***Alignment*** **describes the relationship between standards and assessment. The question of alignment includes a number of dimensions between standards and assessment. With respect to the *Learning Results*, performance indicators provide the level of specificity necessary to establish alignment. Therefore, the dimensions of alignment listed below emphasize the alignment between performance indicators and assessments. These dimensions of alignment are offered to help educators envision practical ways for addressing alignment in local assessment systems but these are by no means prescriptive.**

***Categorical Concurrence***
**These are reporting categories and for the assessment system and are simply the content standards for each content area. This allows for aligning assessments by categories which make sense, therefore, for Career Preparation, these categories are -**

**Preparing For The Future**
**Education/Career Planning and Management**
**Integrated and Applied Learning**
**Balancing Responsibilities**

***Balance of Representation***
**Assessments should reflect the balance of representation of skills and knowledge found in the standards. They should be weighted to represent the relative importance of the content standards and the individual performance indicators for each standard.**

**For Career Preparation, this has been done and is available as a separate handout.**

*Depth of Knowledge Consistency*
**Assessment should require the same level of cognitive demand as is indicated by the verb chosen to state the performance indicator. If the performance indicator as that a student describe something, then the assessment should not seek to measure the students ability to compute or calculate. Therefore, using Bloom's taxonomy, words that align with describe would be found in the column under *comprehension* and would include translate, restate, discuss, recognize, etc..**

*Range of Knowledge Correspondence*
**Assessments should be developed to encompass as much of the range indicated in a performance indicator as possible. Therefore, if a performance indicator refers to "use a variety of types of graphs," then the assessment or combination of assessments should require the use of a variety of types of graphs.**

*Fairness*
**Assessments should clearly address the expectations specified by the performance indicators so theat all students are afforded a fair opportunity to demonstrate skills and knowledge. Essentially, have students do what the performance indicator asks them to do. Don't add something with is not asked for.**

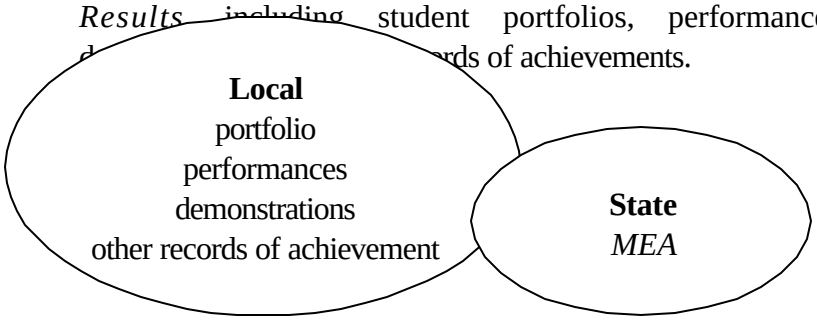
*Cognitive Soundness*
**Assessments developed at each grade level should be developmentally appropriate.**

*Cumulative Growth in Content Knowledge*
**Assessments for each grade level should be checked to ensure they are developmentally appropriate from one grade level to another. In other words, they should reflect a continuum of intellectual development and sophistication.**

# Recommendations for Assessing Maine's Learning Results

In March of 1996, the Maine state legislature adopted the *Learning Results* to establish education standards that apply to all Maine students educated at public expense. The legislation, *An Act to Initiate Education Reform in Maine*, requires that a system for assessment of student work be established as described in section 8 of the law:

> Student achievement of the *Learning Results* established in the Maine Revised Statutes, Title 20-A, section 6209 must be measured by a combination of state and local assessments to measure progress and ensure accountability. The 4th grade, 8th grade and 11th grade results of the Maine Education Assessment (MEA) are the state assessments used to measure achievement of the learning results. The 4th grade and the 8th grade MEA must be used to measure achievement beginning in the 1998-99 school year. The 11the grade MEA must be used in the 1999-2000 school year. Local school administrative units may develop additional assessments to measure achievement of *Learning Results*, including student portfolios, performances, d[illegible]rds of achievements.



# *The Role of Maine's Content Standards and Performance Indicators in the Comprehensive Assessment System*

**TO ENSURE FAIRNESS AND CONSISTENCY IN ASSESSMENT DEVELOPMENT**

The MEA test design is built around the **Content Standards** from Maine's *Learning Results* and provides for their use as the reporting categories to return performance data to schools and students. Within that construct, **Performance Indicators** from the *Learning Results* help to describe further the content standards and serve as guidance for the development of MEA items. No other content or process is subject to statewide assessment. An item may address part, all or several **Performance Indicators**.

Due to the interdependent nature of the MEA and the local component of the assessment system, Local Education Agencies (LEAs) should use the *Learning Results* and their own district standards to guide the development of local assessment. LEAs are responsible for ensuring that their students can demonstrate proficiency at grades 2, 4, 8 and 11 on the existing **Content Standards** by using existing **Performance Indicators**. As well, LEAs may add content standards and performance indicators to align with local standards.

# *Maine's Assessment System*

## Purpose

To *inform* and guide teaching and learning

To *monitor* and hold educational units accountable in achieving the *Learning Results*

To *certify* achievement of Maine's *Learning Results*

# *Standard for Assessment*

**Maine's Assessment System should:**

- ✓ **Align with Maine's *Learning Results***
- ✓ **Utilize Multiple Measures of Learning**
- ✓ **Ensure Fair Assessment for All Students**
- ✓ **Utilize Recognized, Relevant Technical Standards for Assessment**
- ✓ **Provide Understandable Information to Educators, Parents, Students, Public and Media**
- ✓ **Provide Professional Development Opportunities for Teachers, Administrators and Future Educators**
- ✓ **Be Practical and Manageable**

# *Standards for Assessment*
# *Expanded Version*

**Maine's Assessment System should:**

**Align with Maine's *Learning Results***

- Set performance standards that define the quality of performance necessary to demonstrate proficiency
- Challenge all students
- Document student attainment of *Learning Results*
- Address national and international standards

**Utilize Multiple Measures of Learning**

- Include a balanced and appropriate mix of assessment strategies
- Enable student demonstration of learning at different times in different ways
- Include state and local assessment components

**Ensure Fair Assessment for All Students**

- Provide alternatives and modifications, including technology, to meet unique needs including limited English proficiency
- Provide opportunity to demonstrate learning at different times for different students
- Provide avenues of appeal
- Be free of bias

**Utilize Recognized, Relevant Technical Standards for Assessment**

- Produce accurate and consistent results over time (Reliability)
- Match the purpose for which it is designed (Validity)

- Provide accurate data to make informed decisions about students

**Provide Understandable Information to Educators, Parents, Students, Public and Media**

- Provide evidence to document progress toward the achievement of district and state *Learning Results*
- Provide information regarding the components of the system

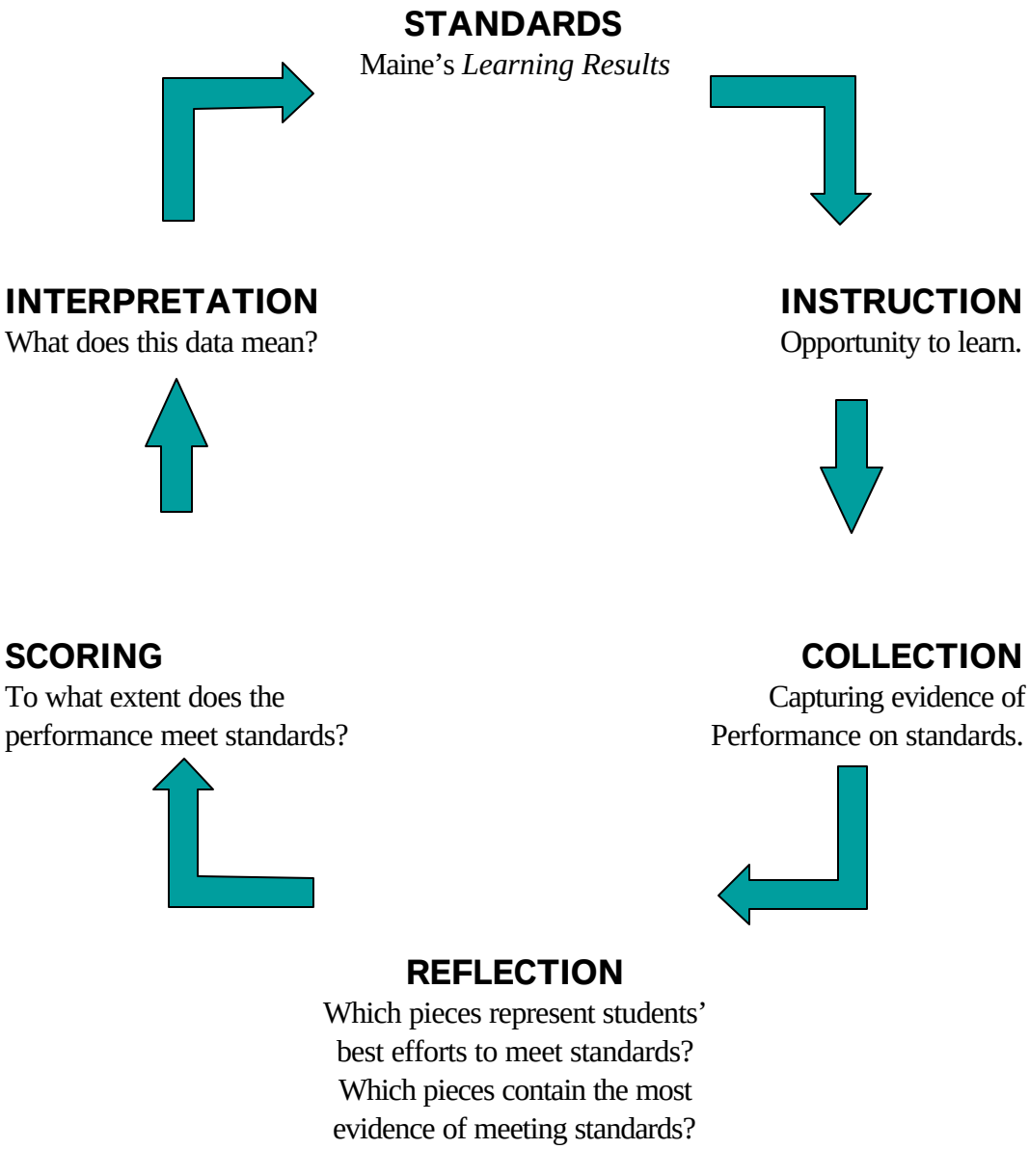
**Provide Professional Development Opportunities for Teachers, Administrators and Future Educators**

- Design and develop assessments
- Score assessments and interpret results
- Conduct action research to monitor student accomplishment
- Design alternatives and modifications needed for assessing students with unique needs

**Be Practical and Manageable**

- Establish clear policies, procedures and practices
- Use current technology
- Use an efficient data management system
- Be revised and updated regularly
- Integrate curriculum, instruction and assessment to minimize time and maximize learning
- Be manageable at the school and classroom level

# *The Portfolio Cycle*

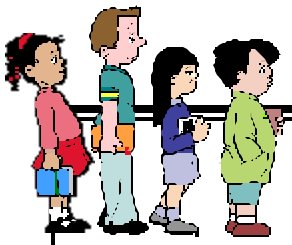


# Maine's Assessment Portfolio (MAP) Highlights

- ✓ A tool for measuring achievement of Maine's *Learning Results*
- ✓ Collaboration among Maine Department of Education, Maine Math Science Alliance (MMSA) and participating Maine school districts and teachers
- ✓ Built on learnings from two national portfolio efforts that have involved Maine teachers:
  - ♦ Maine and New Standards partnership
  - ♦ Maine and State Collaborative on Assessment and Student Standards (SCASS) partnership for Health Education
- ✓ English Language Arts, Health, Math, Science, Social Studies PK-2, 3-4, 5-8, 9-12
- ✓ Regional professional development opportunity
- ✓ Engages/builds capacity to develop tasks, build portfolio collections, score using rubrics for local assessment

# MEA/MAP Comparisons

| **Design Assumptions** | **MEA** | **MAP** |
|---|---|---|
| Origination | External (state) | Internal (local) |
| Scheduling | On-demand | Curriculum embedded |
| Primary Purpose | Monitors achievement and contributes to certification | Informs instruction and contributes to certification |
| **Resulting Design Features** | | |
| Items | Many short items (multiple choice, short answer, constructed responses) | Collection of 8-10 rich, extended tasks and assignments |
| Alignment | Aligned to Maine's *Learning Results* as a whole test along several dimensions | Aligned with cross-cutting standards and at least one PI from a single content standard by "cognitive demand" or level of difficulty |
| Scoring Guide | 0-4 point rubric to accommodate blanks and non-credible attempts<br><br>Task specific guide used by scorers but not provided to students | 1-4 point rubric to address polished/ redrafted entries<br><br>Descriptions in the scoring guide, particularly for a "4," supplement the wording of tasks to make expectations clear to students |



# Glossary

***Alignment*** **- The process of linking content and performance standards to assessment and instruction.**

***Anchor Task*** **- Common tasks to be used in portfolios across the project to "anchor" scoring reliability and provide some consistency in the assessment of performance tasks.**

***Assessment*** **- Systematically gathering information about student learning and using that information to communicate with students, parents and others to improve student learning.**

***Authentic assessment*** **- Assessment activities that resemble "real life" as closely as possible, are engaging for students, and reflect good teaching strategies.**

***Certification*** **- Providing sufficient evidence to document achievement of a standard.**

***Comprehensive assessment system*** **- A coordinated plan for periodically monitoring the progress of students at multiple grade levels in a variety of content areas. It specifies: procedures, timeline, plans for processing, interpreting and using resulting information.**

***Content*** **- The knowledge particular to a discipline.**

***Cross-cutting standards*** **- Those standards describing skills reasonably expected to be demonstrated or applied across content.**

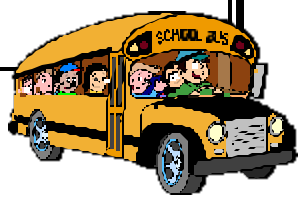
***Entry Slip*** **- Sheet attached to performance tasks or portfolio entries identifying the content and skills addressed by the entry and providing opportunity for student reflection.**

***Performance assessment*** **- Assessment that is based on observation and judgment of student-created products or performances; intended to provide a rich portrait of student learning.**

***Performance tasks*** **- Short- or long-term activities that include rich opportunities to learn and systematic opportunities to assess the quality of student work.**

***Performance criteria, rubric, scoring guide*** **- The key qualities or dimensions of an effective performance; includes descriptions of key characteristics of varying levels of performance.**

***Performance standards*** **- A description of how well students need to perform on various skills and knowledge to be considered "proficient."**

***Portfolio*** **- Form of assessment that evaluates student performance on the basis of a body of work. A collection of evidence for a purpose.**

***Reflection*** **- Students' interpretation and evaluation of work they have completed and included in their portfolio.**